

# VIRGINIA COMMUNITY RESOURCE ASSESSMENT

## State-Level Prevention Program Administrators

### GENERAL INFORMATION

Name of agency/organization: \_\_\_\_\_

Street address, city, and zip code: \_\_\_\_\_

\_\_\_\_\_

Mailing address, city, and zip code: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

How long have you been in the prevention field? \_\_\_\_\_ years

What types of training or technical assistance does your office provide to the field?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### PREVENTION PROGRAMS/SERVICES

This next section asks about prevention resources. A prevention resource is a program, service, or activity that helps reduce the likelihood that people will engage in problem behaviors, such as drug use, crime, delinquency, or violence.

1. Does your department fund programs that engage in the following youth-focused programs/services?

No Yes

( ) ( ) Supervised after-school recreation programs (e.g., organized sports, clubs)

( ) ( ) Drug-free social and recreational activities (e.g., drug-free dances, "Just Say No" clubs, prom and graduation contracts)

( ) ( ) Youth adventure-based programs (e.g., outdoor challenge activities such as wilderness courses or ropes courses)

( ) ( ) Intergenerational (e.g., shared activities between youth and elderly persons)

( ) ( ) Mentoring

( ) ( ) Career/job skills training

( ) ( ) Youth community service programs (e.g., volunteer work, service learning)

( ) ( ) Peer leadership/peer helper programs

- ( ) ( ) Life skills/social skills training (e.g., assertiveness, communication, drug refusal, problem-solving, or conflict resolution skills training)
- ( ) ( ) Teen drop-in centers
- ( ) ( ) Tutoring programs
- ( ) ( ) Youth support groups (e.g., Alateen, COSA)
- ( ) ( ) Youth community action groups (e.g., SADD, youth councils)

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

2. Does your department fund programs that engage in the following family-focused programs/services?

No Yes

- ( ) ( ) Prenatal/infancy (e.g., maternal and child health care, nutrition, and child development)
- ( ) ( ) Early childhood education (e.g., early enrichment or preschool programs)
- ( ) ( ) Parenting/family management training (e.g., supervision, rule-setting, and discipline skills)
- ( ) ( ) Pre-marital counseling
- ( ) ( ) Family support (e.g., family planning, home visits from health or social service workers, housing, child care)

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

3. Does your department fund programs that engage in the following school-focused programs/services?

No Yes

- ( ) ( ) Organizational change in schools (e.g., school-community partnerships, school management teams involving administrators, teachers, counselors, and parents, and parental involvement)
- ( ) ( ) Classroom organization, management, and instructional practices (e.g., interactive teaching, proactive classroom management, cooperative learning)
- ( ) ( ) School behavior management (e.g., structured playground activities, discussion of weekly behavioral report cards, behavioral contracting)
- ( ) ( ) School transition (e.g., special homerooms or "schools within schools" for new students)
- ( ) ( ) Development of school policies that discourage substance abuse
- ( ) ( ) Enforcement of school policies that discourage substance abuse

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

4. Does your department fund programs that engage in the following community-focused programs/services?

No    Yes

- ( ) ( ) Development of community laws and policies that discourage substance abuse
- ( ) ( ) Enforcement of community laws and policies that discourage substance abuse
- ( ) ( ) Media campaigns (e.g., posters, public service announcements, advertisements, commercials)
- ( ) ( ) Information dissemination (e.g., brochures, fact sheets, videos, presentations, clearinghouses)
- ( ) ( ) Community mobilization (e.g., coalition building, neighborhood watch)
- ( ) ( ) Community development/capacity building (e.g., training and technical assistance to community groups and organizations)
- ( ) ( ) Provide or assist with community policing programs/services (e.g., foot or bicycle patrols, training to police in child development and crisis management)

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

## BUDGET

5. What was the overall budget for your office for the last fiscal or calendar year?    \$ \_\_\_\_\_

6. What percentage of your budget comes from the following sources? (Please check all that apply.)

\_\_\_\_\_ State agency

\_\_\_\_\_ Direct Federal grants or contracts

\_\_\_\_\_ Local/municipal funds

\_\_\_\_\_ Program fees

\_\_\_\_\_ Foundations (e.g., United Way) or individual contributions

\_\_\_\_\_ Other (please specify): \_\_\_\_\_

7. Please describe the allocation of funds to localities (i.e., funding stream)

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## AGENCY/COMMUNITY COLLABORATION

8. Does your agency currently participate with other community organizations in joint planning around prevention?

YES → CONTINUE

NO → SKIP TO QUESTION 9

If yes, with which of the following types of agencies does your office participate in joint prevention planning?

Does your agency participate in <u>joint planning on prevention</u> with...	YES	NO	REFUSED	DON'T KNOW
Schools				
Youth service bureau				
Local prevention council				
Police or juvenile justice department				
Religious organizations				
Regional substance abuse council				
Local recreation department				
Local health department				
Local social service department				
Private non-profit social service agency				
Private business or corporation				
Other organizations (SPECIFY):				

## SUBSTANCE ABUSE RELATED OBJECTIVES

9. To what extent do the programs funded by your department address the following objectives?

(NOTE: **A main focus** refers to an objective addressed by the program that is a specific focus or objective of the program. **Not a main focus, but addressed** refers to an objective addressed by the program, but that is not a specific focus of the program. **Not addressed** refers to an objective that is not addressed at all by the program.)

Objective	A Main Focus	Not a Main Focus, but Addressed	Not Addressed
<b>A. Peer and Individual Domain</b>			
(1) Prevent or delay the first use of ATOD .....	( )	( )	( )
(2) Strengthen perceptions about the harmful effects of ATOD use .....	( )	( )	( )
(3) Strengthen attitudes against ATOD use .....	( )	( )	( )
(4) Prevent antisocial behaviors .....	( )	( )	( )
(5) Strengthen attitudes against antisocial behavior (e.g., delinquency, violence) .....	( )	( )	( )
(6) Increase involvement in positive social activities, such as sports, clubs, etc .....	( )	( )	( )
(7) Increase involvement in religious activities .....	( )	( )	( )

(8) Increase the number of youth who have positive relationships with adults .....	( )	( )	( )
(9) Reduce involvement in delinquent peer groups .....	( )	( )	( )
(10) Reduce involvement in drug-using peer groups .....	( )	( )	( )
(11) Reduce symptoms of depression .....	( )	( )	( )
(12) Reduce rebelliousness among youth .....	( )	( )	( )
(13) Improve social skills (e.g., communication, anger management, social problem solving) .....	( )	( )	( )
(14) Increase youths' awareness of peer norms opposed to ATOD use .....	( )	( )	( )
(15) Provide alternative activities that are thrilling and socially acceptable (e.g., rock climbing, extreme sports, wilderness courses, ropes courses) .....	( )	( )	( )
<b>B. Family Domain</b>			
(1) Reduce ATOD use among adult family members .....	( )	( )	( )
(2) Improve parents' family management skills (e.g., supervision, rules, discipline) .....	( )	( )	( )
(3) Improve parents' and children's family communication skills .....	( )	( )	( )
(4) Change parental attitudes towards ATOD use among youth .....	( )	( )	( )
(5) Improve parents' ability to provide opportunities for positive family involvement .....	( )	( )	( )
(6) Improve parents' ability to reward positive family involvement .....	( )	( )	( )
(7) Reduce marital conflict .....	( )	( )	( )
<b>C. School Domain</b>			
(1) Establish, communicate, and enforce clear policies regarding ATOD use .....	( )	( )	( )
(2) Improve academic skills .....	( )	( )	( )
(3) Improve student commitment to education .....	( )	( )	( )
(4) Increase opportunities for positive youth participation in school .....	( )	( )	( )
(5) Increase rewards for positive youth participation in schools .....	( )	( )	( )
(6) Increase opportunities for positive youth participation in the classroom ..	( )	( )	( )
(7) Increase positive parental involvement in school .....	( )	( )	( )
<b>D. Community Domain</b>			
(1) Improve adjustment to a new home or school .....	( )	( )	( )
(2) Reduce youth access to ATOD .....	( )	( )	( )
(3) Increase opportunities for positive youth involvement in the community ..	( )	( )	( )
(4) Increase rewards for positive youth involvement in the community .....	( )	( )	( )
(5) Develop or strengthen community laws that restrict ATOD use .....	( )	( )	( )
(6) Strengthen community norms and/or attitudes against ATOD use .....	( )	( )	( )
(7) Improve neighborhood safety, organization and/or sense of community ..	( )	( )	( )

**THANK YOU FOR YOUR ASSISTANCE**